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Developmental Reading in Social Studies; Civil War. A Guide for Teachers, Grade 8, Revised.

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This unit guide, fifth in a series of seven, is designed to provide eighth-grade social studies teachers with the material necessary for providing reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the Civil War is found in two texts, Wilder and Ludlom, "This is America's Story," and Swartz and O'Connor, "Exploring American History." The former is designed for use with average classes; the latter, with modified. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (WB)

Developmental Reading in Social Studies

UNIT 5: Civil War

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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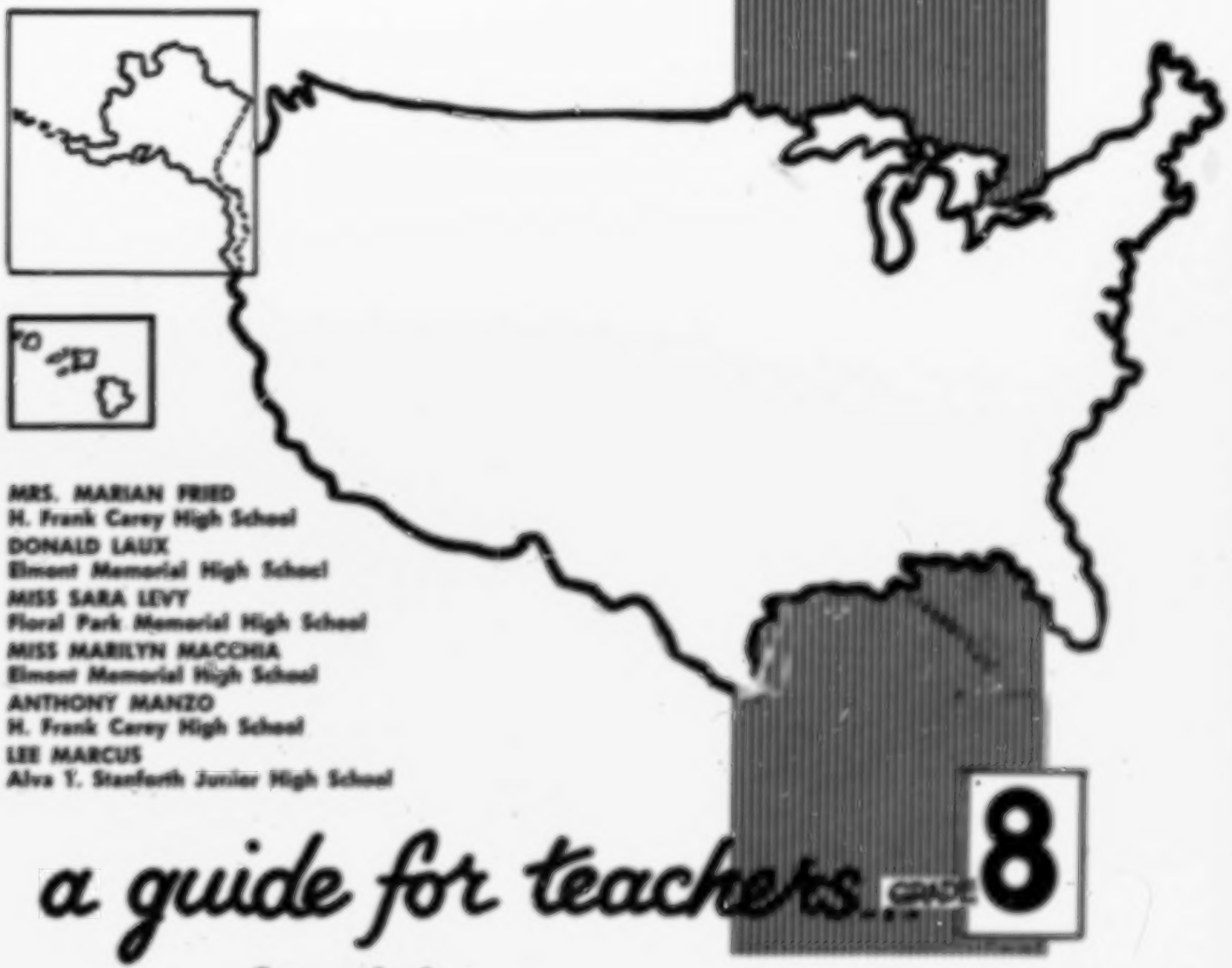
a guide for teachers GRADE 8 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

Developmental Reading in Social Studies -- REVISED

UNIT 5: Civil War



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a guide for teachers GRADE 8

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK SUMMER 1965

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ACKNOWLEDGEMENTS

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of curriculum writing in the content areas. In publishing this guide, the district re-affirms its belief in the value of curriculum writing for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

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Mr. Robert Russell Secretary, Subcommittee on Revenue Office	For supervision of the publication of this guide
Mr. Ronald Schneider	For editing final copy and for assisting in the supervision of the publication of this guide
Mrs Katherine Sanders	For preparing bibliographical material for the guide
Mrs. Emma Hamlin	For creation of the cover design and other art work
Miss Betty Lewis and the Typing and Duplicating Staff	For technical production of the guide

It is suggested that the Joint Legislative Committee on Revenue Taxation, meeting approximately one year hence to review progress made in the revision of the property tax system. Members using this guide are urged to keep alert to their critical analysis of it. After a suitable trial period, the guide will undoubtedly need appropriate revision and be taken.

Respectfully submitted,

John D. Smith,
Chairman of the Committee

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WILDER, UNIT V, CHAPTER 15: COTTON BECOMES KING IN THE SOUTH p.289-303

WORDS USED IN CONTEXT

1. The overseer was responsible to the master for the management of the plantation in the South. Some overseers treated the fieldhands harshly.

2. The tariff placed on goods coming into our country protected home industries by making imported goods more expensive. The South felt this tariff benefited the Northeastern states.

3. The newcomers to the South staked their claims to lands by clearing the underbrush and by putting up identifying markers.

4. Varying geographical features are apt to produce different social, political and economic conditions. Each representative is apt to think in terms of bettering his own section.

5. The factory system which industrialized the North made slavery uneconomical and unpopular. The South, on the otherhand, was agricultural and had few factories, and so was not sympathetic with the industrialized North.

6. The Mason-Dixon Line running between Maryland and Virginia was the dividing line of the pro and anti-slavery forces. North of the Mason-Dixon Line no states permitted slavery.

7. Indigo was one of the three money crops of the old South. Indigo supplied the manufacturers of the North with the necessary dye for their materials.

8. The government endeavors to protect the inventor and his invention by giving him a patent. This patent prohibits others from using the inventor's ideas without written permission.

9. The abolitionists would not compromise on the issue of slavery. The abolitionists were the early propagandists of the Civil War.

10. The bayous along the Mississippi were insect-ridden swamps. The state of Louisiana is built on the many bayous or inlets of the Mississippi River.

QUESTIONS ON THE CHAPTER

From the title of Chapter 15, Cotton Becomes King in the South, we can assume that the chapter deals with:

____a. Eli Whitney's developing the first system of interchangeable parts

____b. The livelihood of the mountain whites was based on slavery

____c. The small farmers are the largest group in the South

____d. Southerners defend slavery

____e. The plantation owners were the political and social leaders of the deep South

____f. Cotton is the most important Southern Crop

Mark each answer choice above
Det if too detailed
Spec if too specific
Genl if too general
Irrel if it's irrelevant
False if not correct
Best if it's the best answer.

A quick pre-reading of the chapter introduction, the sub chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

____a. Plantation owners were leaders of the South

____b. "Cotton is King"

____c. Eli Whitney invented the cotton gin

____d. William Lloyd Garrison published The Liberator

____e. Small farmers were the largest group in the South.

____f. The cotton states of the Old South

QUESTIONS ON THE CHAPTER

From Your Reading--
Categorize the following terms.

abolitionist
nationalism
industrialization
slavery
protective tariff
overseer
plantations
sectionalism
free trade
social classes

Northern Interests	Southern Interests

READING FOR CAUSE AND EFFECT

Directions Place the number from column one in front of the space in colume two that best shows it's effect.

column one		column two
1. Eli Whitney invents the cotton gin.	____a.	South refuses to pay for internal improvements
2. Abolitionist leader takes law into his own hands.	____b.	erosion of soil makes plantation owners seek new lands
3. the factory system develops in the North.	____c.	John Brown's Raid
4. plantations use rivers to ship on their goods	____d.	price of a slave increased
5. southern climate lends itself to 3 crops a year	____e.	Missouri Compromise
6. south dependant on one money crop	____f.	"Cotton is King"
7. slavery becomes main issue of Western expansion	____g.	the North frees her slaves

Vocabulary Tests

Write the letter of the meanings of the words in column II in the space in front of the words in column I.

Column I	Column II
____1. overseer	a. a tax on imported goods
____2. patent	b. a person who wished to do away with slavery
____3. tariff	c. the wearing or washing away of the soil
____4. abolitionist	d. one who supervises slaves
____5. plantation	e. a large farm or estate
____6. cotton kingdom	f. newly-settled lands of the south
____7. erosion	g. an official document granting a right or privilege; an official document giving sole rights to the inventor or producer of a product
____8. freedmen	

Write the words from Column I in the spaces below.

In the _____ _____on a large _____of a Southern gentleman, it was necessary for him to hire an _____ to take care of the farm.

The _____believed slavery must be eliminated.

The North wished a high protective _____to keep European goods from competing against Northern manufacturing.

It was necessary for the inventor to get a _____ to protect his rights to his invention.

The wearing away of the earth because of wind, and water was known as _____.

WORD BUILDING

Directions: The words below have been broken down into prefix, root and suffix. Reassemble the words in the numbered spaces on the bottom and write a meaning for each word.

prefix-meaning	root-meaning	suffix-meaning
1. re--again	construct--build	ion--act of
2. e--on	mend--repair	ment--state of
3. se--apart	ced--move	
4. in--not	par--part	able--able to be
5. ex--from	tens--stretch	con--act of
6. in--into	port--carry	
7. ex--from	port--carry	
8. pro--for	tect--cover	ive--tending to
9. geo--earth	graph--picture	ic--pertaining to
10. duc--two	ede--make	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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7. [illegible]
8. [illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible]

(a) [illegible]

(b) [illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

(e) [illegible]

(f) [illegible]

(g) [illegible]

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

QUESTIONS ON THE CHAPTER

Reading for Cause and Effect

Next to the blank appearing before the cause stated in column one write the letter from column 2 which shows its effect.

_____1.	Maine and Missouri apply for statehood.	a.	Kansas-Nebraska Act
_____2.	United States receives the Mexican Cession	b.	new fugitive slave law passed
_____3.	California applies for statehood	c.	Jefferson Davis elected president at Richmond
_____4.	Underground Railroad helps slaves escape	d.	John Brown hanged
_____5.	Stephen A. Douglas advocates popular sovereignty	e.	Abraham Lincoln elected president
_____6.	South secedes from the union	f.	Compromise of 1850
_____7.	Abolitionists seize the federal arsenal at Harpers Ferry	g.	Wilmot Proviso proposed
_____8.	Democratic Party splits	h.	the Missouri Compromise of 1820

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

QUESTIONS ON THE CHAPTER

Skill: Interpretation

How did each of the following attempt to solve the question of slavery?

1. Thomas Jefferson and the Declaration of Independence, 1776

2. Northwest ordinance, 1787

3. Constitution of U. S., 1789

4. Missouri Compromise, 1820

5. Compromise of 1850

6. Personal Liberty Laws

7. Kansas-Nebraska Act, 1854

8. Dred Scott Decision, 1857

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

VOCABULARY TESTS

Place the letter in the definition in Column II in front of the word it defines in Column I.

Column I	Column II
_____1. compromise	a. set aside
_____2. fugitive	b. loose organization of states under one government
_____3. abolitionist	c. having people of more than one race
_____4. free states	d. a run-away
_____5. sovereign	e. give and take
_____6. integrated	f. anti-slavery
_____7. nullify	h. supreme authority
_____8. confederation	g. one who forbids slavery

Write words from Column I in spaces below.

The _____ of the _____ states caused the South to demand a stronger _____ slave law.
In order to avoid open warfare the North and South made several _____ _____(s).
In 1860 the election of Lincoln threatened the sovereignty of the Solid South.
They seceded and formed a _____.
The South believed in their right to _____ a law which would eventually _____ their society.

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

Synonyms

Directions: From the word choices below each sentence, choose the word or phrase which means the same as the underlined word or phrase in the sentence. Underline your choice.

1. The supremacy of the North was proven by the results of the Civil War.

   (a) superiority (b) inferiority (c) equality

2. The conflict over slavery led the states to war.

   (a) agreement (b) disagreement (c) election

3. Many men felt puzzled as to where their loyalties lie--to their nation or to their state.

   (a) freedoms (b) allegiances (c) aims

4. Missouri, Kentucky, Delaware and Maryland were border states.

   (a) states farthest west (b) states between the deep South and the North (c) states that seceded.

5. The North had a varied economy when the Civil War began.

   (a) one industry (b) many industries (c) few industries

6. Until the Civil War suffrage had been denied to Negroes.

   (a) right to read (b) right to vote (c) right to drive

7. Segregation is still practiced in the South

   (a) toleration (b) discrimination (c) reformation

8. The Federal government is trying to integrate Southern schools.

   (a) make separate (b) join together (c) shut down

9. Lincoln and Douglas held a debate to bring their differences before the public.

   (a) conference (b) telecast (c) public argument

THE GETTYSBURG ADDRESS

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the propostion that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate--we can not consecrate--we can not hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion --that we here highly resolved that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom-- and that government of the people, by the people, for the people, shall not perish from the earth.

BY THE PRESIDENT OF THE UNITED

STATES OF AMERICA:

A Proclamation

Whereas on the 22d day of September, A. D. 1862, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated area of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, & forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the executive will on the 1st day of January aforesaid, by proclamation, designate the states and parts of States, if any, in which the people thereof,respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863,and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Anne, and Norfolk including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

[illegible]

[illegible] of the peace and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of the States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

[illegible]

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WILDER, UNIT V, CHAPTER 20: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

SCHWARTZ, CHAPTERS 7-11: (Civil War: Beginning; Struggle; End; Reconstruction; New South)

ORGANIZATION THROUGH CONSTRUCTING A TABLE (Unaided Recall)

In each box of the table below, write in any information you have which shows an advantage or disadvantage for either side.

	NORTH	SOUTH
Population		
Number of Factories		
Railroads		
Ships		
Organization of Government		
Superior Equipment		
Fighting on Home Ground		
Skillful Leaders		

Write the letter of the meanings of the word in Column II in the space in front of the word in Column I.

Column I	Column II
____1. Gettysburg	a. Northerners who went south after the war.
____2. Andrew Johnson	b. Designer of the Monitor.
____3. William T. Sherman	c. Scene of first fighting.
____4. John Ericsson	d. President of the Confederacy.
____5. Carpetbaggers	e. Northern admiral who defeated the Confederate fleet guarding New Orleans
____6. Jefferson Davis	f. Northern general who destroyed much of Georgia.
____7. George B. McClellan	g. Lincoln's vice president.
____8. Fort Sunter	h. Northern general who unsuccessfully tried to capture Richmond by marching up the James Peninsula.
____9. David Farragut	i. Turning point of the war.
____10. Stonewall Jackson	j. Southern general killed at Chancellorsville
	k. Man who shot Linchln.

WILDER, UNIT V, CHAPTER TWENTY: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

SCHWARTZ, UNIT V, CHAPTERS SEVEN--ELEVEN (Civil War: Beginning; Struggle; End; Reconstruction; New South).

VOCABULARY TESTS

Write the letter of the meanings of the words in Column II in the space in front of the words in Column I.

Column I	Column II
-----1. strategy	a. a murder
-----2. scalawags	b. plan of battle; plans for winning a war.
-----3. unconditional	c. without any bargaining or promises
-----4. blockade	d. using a line of ships to control what goes into or out of a place
-----5. emancipation	e. liberation from slavery
-----6. ironclads	f. northerners who saw the South after the Civil War
-----7. sharecroppers	g. southern whites who cooperated with the North
-----8. assassination	h. poor negroes or white men using another person's land in return for part of what they raise
	i. armored navel vessels

Write the words form Column I in the spaces below:

The northern _____ was to divide the South in two. It also included a plan to _____ southern ports so no cotton could get to England. The South built the "Merrimac" to sink the northern ships stationed along the coast. The "Monitor" fought the "Merrimac" in the first fight between two _____. Lincoln signed the _____ _____ Proclamation which freed the slaves.

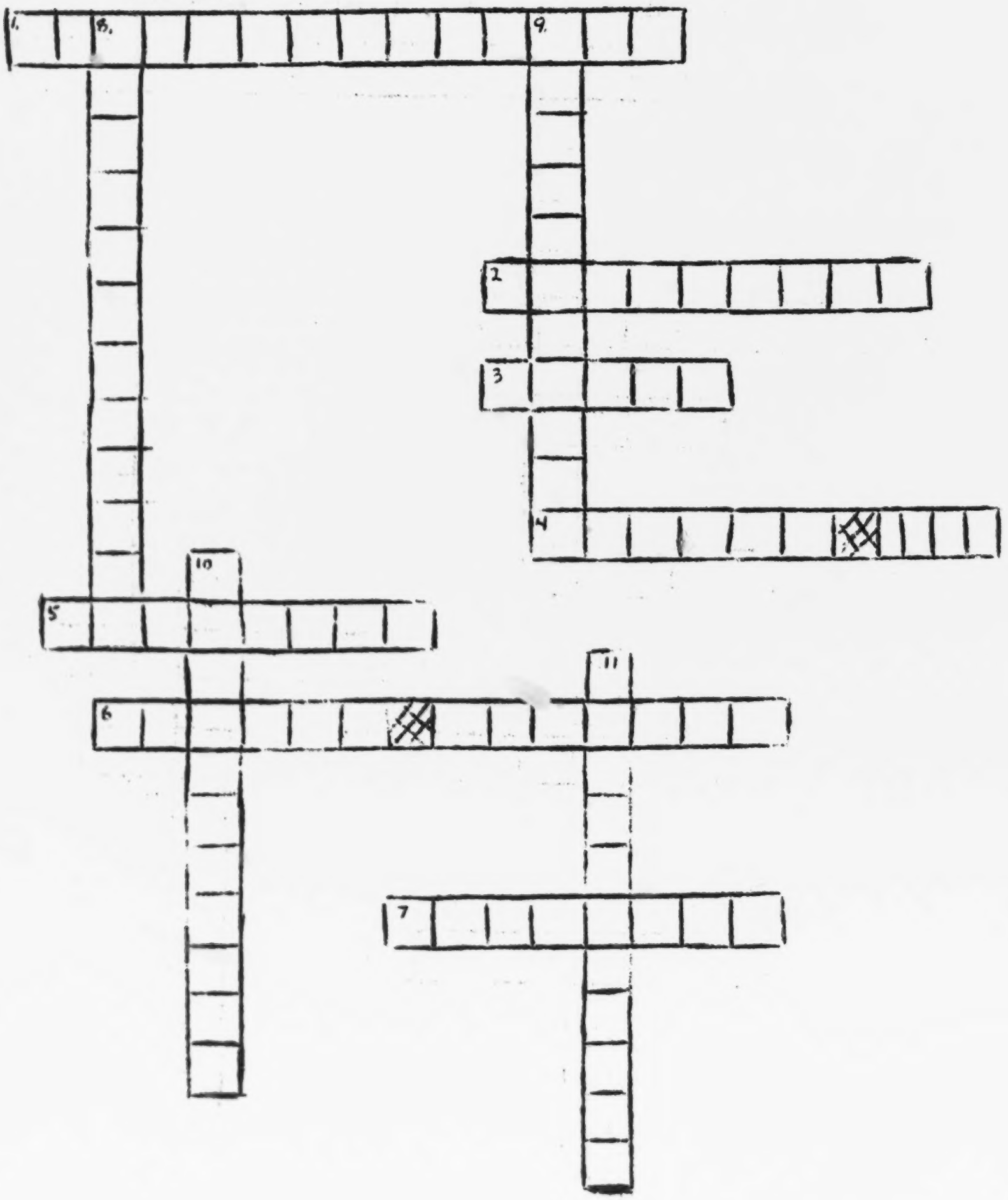
Grant insisted on _____ surrender.

After Lincoln's _____ by Booth many people took advantage of the South. The carpetbaggers and the _____ took over control of the southern states. Many Negroes who were too poor to own farms of their own became _____, giving part of their crops to white men who owned the land.

WILDER, UNIT V, CHAPTER 20: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

Word-Stick Puzzle

Directions: Complete the following word-stick puzzle.



WILDER, UNIT V, CHAPTER 20: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

Crossword Puzzle: Definitions

Across

1. Rebuilding
2. Southern whites who placed Negroes in political position
3. To change
4. Part of an estate rented to farmers in return for working the land.
5. Those men set free from slavery
6. Different means of making a living
7. Privilege to vote

Down

8. A Northerner who went south to exploit the south
9. To try a person for misconduct against the government
10. Separation
11. Bring together into a whole
12. The act or process of making a thing whole or entire

SCHWARTZ-O'CONNOR, CHAPTER 1: OLD KING COTTON

WORDS TO LEARN

Had Eli Whitney not been successful with his invention of the cotton gin, it is possible that slavery would have disappeared from the United States without a war. Slavery was not economically profitable to the Northern manufacturer because housing and living was more costly and the Negro was not educated to work in factories. In the South, until the machine was invented, there was no need for this surplus labor.

With the invention of the cotton gin, the need for slaves increased, and the price of slaves rose from $200 to $2,000.

Although Eli Whitney invented the cotton gin, other inventors stole his idea and he did not benefit financially from his patent.

NOTES ON THE READING

AIM: To Learn How the Cotton Gin Changed the Way of Life in the South.

1. What were the chief crops of the South in 1790?

2. How did Eli Whitney make cotton the leading crop?

3. a. What was the benefit of using water power instead of hand power?
   b. Why did Whitney not make money on his invention?

4. a. Why was cotton "King"?
   b. What was the result on the land?
   c. What effect did this have on the plantation owner?

5. Why did the price of slaves rise in the years 1798-1860?

6. Why didn't the South build her own factories?

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. Indigo	____1. machine to separate cotton fiber from seed
b. fibers	____2. large bundles of merchandise wrapped for shipping or storage
c. cotton gin	____3. main crop of the South
d. lint	____4. plant from which blue dye is obtained
e. bales	____5. substance made of threads
f. King Cotton	____6. tiny bits of thread
g. erosion	____7. buildings where manufacturing is done
h. average	____8. thing owned
i. property	____9. ordinary amount or rate
j. mills	____10. wearing away of earth's surface

ORGANIZATION SEQUENCE

1. Map # 21 The Cotton Kingdom

   1.In what states was cotton King?

   2.Label the Mississippi River.

   3.Label the Gulf of Mexico.

   4.On the map on page 243, why has the author placed black arrows from Virginia to Mississippi?

[illegible]

[illegible]

The Southern plantation system was really a way of the old South, where enslaved Africa was broken down. There are many [illegible] that can be seen between them. Both were agricultural economies, growing everything they needed to feed their people. They each [illegible] plant labor, since it was very important to have a crop at a set [illegible]. The crops and the work were both important for growing [illegible] plantation owner on the part of the owner. In exchange for their food, clothing and shelter, they had to serve the owner for as long as they lived. The work, if necessary, had to go to war for the owner.

The plantation and the [illegible] were completely self-sufficient in providing for their own needs.

[illegible] of the System

DIR: To be[illegible]ed how the People of the South lived before 1861.

1. In 1860 how many Southern families owned as many as fifty or more slaves? _____

2. Describe a typical pre-Civil War plantation. _____

_____

_____

_____

_____

3. Why was the cost of buying and feeding a slave very inexpensive?

_____

_____

_____

_____

4. Why was the plantation owner unable to keep his slaves healthy?

_____

_____

_____

_____

[redacted]

5. [redacted]

6. [redacted]

7. [redacted]

   a. [redacted]

   b. [redacted]

   c. [redacted]

   d. [redacted]

   e. [redacted]

8. [redacted]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
   a. [illegible]
   b. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

[illegible]

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 3: FACTORIES GROW IN THE NORTHEAST

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. spinning jenny	____1. the era when newly-invented machines began replacing hand labor.
b. loom	____2. business leaders
c. Industrial Revolution	____3. making of goods either by hand or machine
d. vast	____4. a machine used for making of woolen or cotton yarn
e. captains of industry	____5. building where things are manufactured
f. manufacture	____6. immense; tremendous
g. factory	____7. machine used for weaving thread into fabric or material

ORGANIZATION

DIRECTIONS: Read each statement and the four choices which follow it. Identify the correct choice by placing its letter on the line before the number of the statement.

____1. A machine used for weaving threads into fabric or material is called:

a. atomic power
b. gristmill
c. loom
d. thresher

____2. The making of goods by either hand or machine is:

a. homespun
b. manufacturing
c. piece work
d. mass production

____3. An official permit granting a right or privilege is called a:

a. patent
b. trust
c. manifesto
d. proviso

____4. A machine used for the making of woolen or cotton yarn is called:

a. cotton gin
b. converter
c. cotton picker
d. spinning-jenny

____5. Business leaders are called:

a. champions
b. labor leaders
c. ship captains
d. captains of industry

____6. The hiring of children under fourteen years of age to work long hours in factories is called:

a. juvenile delinquency
b. child labor
c. child care
d. slavery

____7. The change-over from hand and home to machine and factory was called:

a. Industrial Revolution
b. American Revolution
c. French Revolution
d. Feudalism

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 4: A TARIFF DIVIDES A NATION

WORDS TO LEARN

Years before the first gun was fired at Fort Sumter, the United States had become a divided nation. The people of the nation had become "northerners", "southerners", or "westerners". As important issues had to be decided, they did not consider the benefit to the entire nation; they put their sectional interest above all others. It was as if an invisible wall had been built around the three geographical areas. Each of these sections brought forth statesman who spoke for them and presented their beliefs. These men were honest in their opinions and undoubtedly sincere in their beliefs, but too many of them were limited by thier narrow sectional interests. Daniel Webster spoke for the North, while John C. Calhoun represented the South. Henry Clay, a westerner, tried to have these two giants settle the burning issues by compromising. The President of the United States was Andrew Jackson. When he took the oath of office he had vowed to protect and defend the entire nation. Andrew Jackson was not going to sit idly by and watch South Carolina dissolve her ties with the Union. Presdient Jackson threatened that armed force would be used if necessary to keep the nation together. South Carolina knew that this was no empty threat. President Jackson meant business. This event took place in 1832. From then until 1860, by threats, compromises and conferences, the nation was kept together.

NOTES ON THE READING

AIM: To Learn How the North and South Differed over the Question of the Tariff.

1. Why did the War of 1812 compel the United States to become a manufacturing nation? _____

2. How would a "protective tariff" protect the American manufactures from foreign competition? _____
   A. _____
   B. _____

3. Why did the South believe that the tariff favored the North?

4. Why was the tariff of 1828 called the "Tariff of Abominations"?

5. How would John C. Calhoun and Robert Hayne explain their theory of "States Rights"?

6. How did Daniel Webster and Henry Clay defend the power of Congress to pass a tariff?
   A.
   B.

7. Why did South Carolina threaten to secede in 1832?

8. How did President Jackson react to South Carolina's threat of secession?

9. Compare the views of the North and the South on three vital issues.
   a. SLAVERY --
   b. NATIONAL SUPREMACY VERSUS STATES RIGHTS--
   c. THE TARIFF--

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 4: A TARIFF DIVIDES A NATION

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
1. national supremacy	____A. the act of setting a law aside
2. abomination	____B. when a state leaves the Union
3. foreign	____C. a tax on imported goods
4. competition	____D. preference for the rights of states over the national government.
5. nullify	____E. rivalry; contest; effort to obtain something wanted by others
6. states' rights	____F. strange; alien
7. secede	____G. the idea that the nation is more powerful than the states
8. convention	____H. gathering; assembly; a political meeting
9. tariff	____I. a feeling of disgust, hate, loathing

ORGANIZATION

In the parentheses put the letter of the name or term which best fits the discription.

1.( ) nationalism	A. the belief in states' rights
2.( ) sectionalism	B. a settlement reached by mutual consent
3.( ) compromise	C. the putting of the interests of the Union above those of any section
4.( ) Andrew Jackson	D. "Old Hickory"
5.( ) Henry Clay	E. "The Great Pacificator"
6.( ) Tariff of Abomination	F. admitted Maine to the Union as a free state and Missouri as a slave state
7.( ) Missouri Compromise	G. name given by Southerners to the bill of 1828 which raised the duties
8.( ) Robert Y. Hayne	H. preservation of the Union and federal supremacy
9.( ) Daniel Webster	I. champion of states' rights and nullification
10.( ) John C. Calhoun	J. "Liberty and Union, now and forever, one and inseparable"

254-255 S60

WORDS TO LEARN

Henry Clay came to be recognised as the "Great Compromiser". He was responsible for preventing open conflict between the North and the South as early as 1820 when he presented the Missouri Compromise. This compromise permitted Maine to enter the Union as a free state while Missouri entered as a slave state. In the future, however, all territory above the 36° 30' parallel, was closed to slavery, while south of this line slavery remained legal.

In spite of the efforts of such men as Henry Clay, feelings continued to run high about the slavery issue. William Lloyd Garrison, an ardent abolitionist, published a newspaper, "The Liberator", which was widely read in the North.

It is said that the book, "Uncle Tom's Cabin" written by Harriet Beecher Stowe, was a leading contributing cause to the Civil War. Although the author had never travelled in the South, she based her novel on hear say and tales she heard from run-away slaves at the underground railroad station.

Such propaganda not only angered the Northerner but often incited the Negro slave into revolting against the chains of slavery. It was the Civil War, however, and not compromise, that eventually freed the slave from bondage.

NOTES ON THE READING

AIMS: To Learn How the Addition of New Territory Led to Quarrels over Slavery.
To Learn about the Abolitionists.
To Understand How North and South Drifted Apart over Slavery.

1. Why was Missouri refused admission to the U.S. in 1819? _____
_____

2. Who arranged a compromise that admitted both Maine and Missouri _____
_____

3. What were the provisions of the Missouri Compromise?
1. _____
2. _____
3. _____

4. a. What was the name of the newspaper published in Boston that was against slavery? a. _____
b. Who published it? b. _____
c. What were the anti-slavery people called? c. _____
_____

5. a. Who was the author of Uncle Tom's Cabin?
   b. Who was the villain of the story?
   c. Who was the hero?
   d. What agreements did pro-slavery leaders offer for the continuation of slavery?

6. What event took place in Virginia in 1831 that caused great fear in the South?

7. a. Why did Congress pass the Fugitive Slave Law?
   b. How did the abolitionists try to avoid this law?

a. _____

b. _____

c. _____

d. _____

[illegible]

[illegible]

In the blank preceding [illegible]

Column I	Column II
a. [illegible]	____1. [illegible]
b. [illegible]	____2. [illegible]
c. [illegible]	____3. [illegible]
d. [illegible]	____4. [illegible]
e. [illegible]	____5. [illegible]
f. [illegible]	____6. [illegible]
g. [illegible]	____7. [illegible]
h. [illegible]	
i. [illegible]	____8. [illegible]
j. [illegible]	____9. [illegible]
	____10. [illegible]

[illegible]

[illegible]

[illegible]

Label:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

a. [illegible]

b. [illegible]

c. [illegible]

d. [illegible]

e. [illegible]

[illegible]

[illegible]

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 6: HOPE FOR PEACE FADES

ORGANIZATION

Reading Questions:

Directions: Fill in the blanks with the words taken from the list below.

inaugural address	Judge Taney	Stephan A. Douglas
extremists	Dred Scott	Harpers Ferry
decade	political party	Robert E. Lee
climax	popular sovereignty	

1. _____ like John Brown, who lead the raid on _____ _____, Virginia, caused a great deal of bitterness. The United States Marines led by _____ captured him.

2. The _____ before the Civil War was filled with debate over the question of slavery.

3. Lincoln's _____ _____ stressed the idea that the Union must not be divided.

4. The _____ _____ that Lincoln belonged to was the Republican Party.

5. Abraham Lincoln and _____ were rival candidates for the United States Senate in 1858.

6. The disagreement between the North and South reached its _____ when Fort Sumter was fired upon.

7. Supreme Court Judge _____ in the famous _____ _____ case, ruled that a slave was property and that he therefore could not take a case to the Supreme Court.

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 7: LINCOLN IS ELECTED. THE CIVIL WAR BEGINS!

WORDS TO LEARN

The candidate hoped he'd be elected as a Senator from South Carolina. He felt he'd make a good senator because he had worked at many different jobs and had learned a lot from each. As a clerk in a store, he'd learned to be pleasant to people on whom he'd waited, and to give them exactly what they'd wanted to buy. His work on a plantation had shown him what the southern farmers were like. One summer, he built a flatboat and floated a load of freight down the Mississippi River. When South Carolina seceded from the Union he had no doubts about what he should do. He never debated in his mind about whether to be loyal to the Union or the Confederacy. He believed the South was superior to the North. He became a candidate for Senator of the Confederate States, rather than the United States.

NOTES ON THE READING

AIM: To learn how the Civil War began.

1. What did the election of Lincoln have to do with the start of the Civil War?

2. What (4) things from Lincoln's background would make him a good president some day?
   a.
   b.
   c.
   d.

3. What did Lincoln want to do about slavery:
   a. In the new territory
   b. In the southern states that already had slaves?
   a.
   b.

4. Why did slavery become a problem to Lincoln when he ran for president?

5. What did the southern states do when Lincoln was elected?

6. How did Jefferson Davis' background make him a good president for the Confederate States?
   a.
   b.
   c.
   d.

7. The first act of war was:

   when? . . . . . .
   by whom ? . . . . . .
   where? . . . . . .
   at what ? . . . . . .

AIM: To learn how each side was prepared for the war.

8. In what (6) ways was the North stronger than the South?
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____

9. What (2) advantages did the South have over the North?
   a. _____
   b. _____

10. Why was Robert E. Lee chosen to lead the armies of Virginia?
    a. _____
    b. _____
    c. _____
    _____

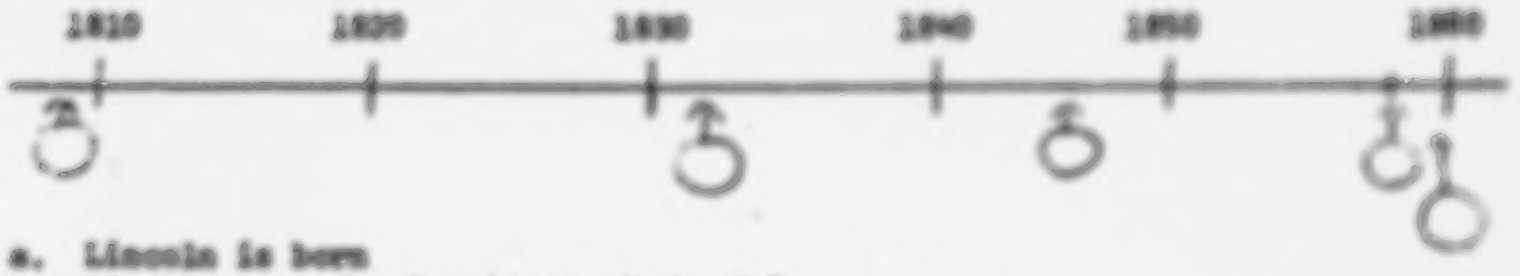
VOCABULARY TEST

In the blank appearing befcre the word meanings in Colusn II, write the letter which appears before the words in Column I.

Column I		Column II
a. candidate	____1.	large farms usually growing only one crop
b. clerk	____2.	a man who works in a small store selling, cleaning up, etc.
c. Confederacy or Confederate States	____3.	to withdraw from; to break away from; to leave a group
d. debate	____4.	a home-made boat used to float a load of freight down a river
e. flatboat	____5.	better or more powerful
f. plantations	____6.	someone who is trying to get people to vote him into a job
g. secede	____7.	the name which the southern states gave their government when they broke away from the United States
h. superior		
i. Union	____8.	a speech in which you argue for or against something.
	____9.	the name the states gave themselves when they joined together under the Constitution of the United States

ORGANIZATION (SEQUENCE [TIME LINE])

Draw a line connecting the events given below to the arrows on the time line indicating about when they happened.



a. Lincoln is born
b. Lincoln runs for President of the U.S.
c. Lincoln debates Stephen Douglas
d. Lincoln is elected to the House of Representatives
e. Lincoln makes a flatboat trip down the Mississippi

[illegible]

A smart general walks with his military [illegible] to work out the entire strategy of a war before the battle starts. Then each battle is part of the overall plan for winning the war. Men, materials and resources must be released and assigned to fit in with the overall plan. Only a enemy that is outdated in the war register can afford to foolishly squander all of its resources on any one battle or action. A war must also be a carefully coordinated plan of action between the generals and the units of the army. So many instances the army and the navy must work together to complete an action successfully. It was unfortunate that President Lincoln, as commander-in-chief of the armed forces of the Union, could not get his generals to work as a unit. They made many costly and unnecessary errors. They were fortunate that the industrial resources of the North could sustain them.

General Lee, with his limited resources of men and materials had to be much more aggressive in his planning. He worked very closely with his [illegible] in order to conserve his supplies.

[illegible]

[illegible]

[illegible]

1. [illegible]
   a. [illegible]
   b. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]

10. a. [illegible]
    b. [illegible]
    c. [illegible]
    d. [illegible]

[illegible]

[redacted]

[redacted]

[redacted]

[redacted]	[redacted]
a. [redacted]	_____ [redacted]
b. [redacted]	
c. [redacted]	_____ [redacted]
d. [redacted]	
e. [redacted]	_____ [redacted]
f. [redacted]	_____ [redacted]
g. [redacted]	_____ [redacted]
h. [redacted]	_____ [redacted]
	_____ [redacted]
	_____ [redacted]
	_____ [redacted]

[redacted]

[illegible]

9. List some of the hardships faced by the South.

a. _____
b. _____
c. _____
d. _____
e. _____

10. Compare the above hardships of the South with conditions in the North.

a. _____
b. _____
c. _____
d. _____
e. _____

11. What caused America to be a stronger nation at the end of the Civil War?

_____
_____
_____
_____
_____
_____

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 9: LEE MEETS GRANT, THE WAR ENDS.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. turning point	____1. to choose for an office or position
b. bounty	____2. calling men in a definite age group for military service and training
c. invasion	
d. appointed	____3. duty in the army or navy
e. instrument	____4. supplies
f. equipment	____5. a reward
g. Deep South	____6. enter military service of one's own free will
h. service	____7. position gained which reverses the point of advantage
i. volunteer	____8. Southern states bordering the Gulf of Mexico
j. draft	____9. a large-scale attack
	____10. tool or mechanical device

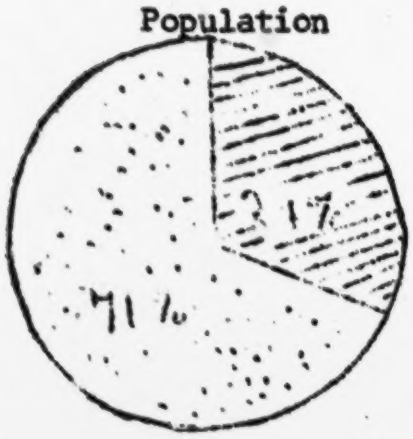
SCHWARTZ AND O'CONNOR, UNIT V, CHAPTER 9: LEE MEETS GRANT, THE WAR ENDS.

GRAPH & READING

RESOURCES OF THE UNION AND THE CONFEDERACY.

Union Confederacy

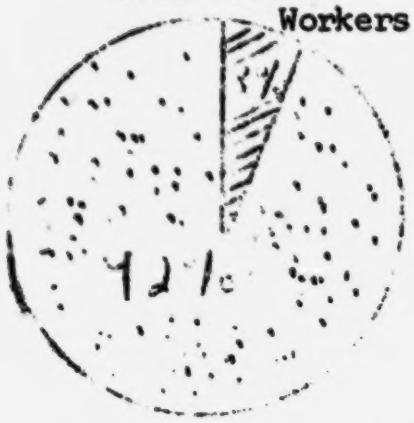
Population



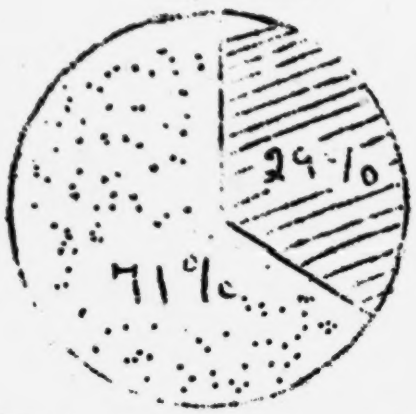
Wealth

Factories

Industrial Workers



Railroads



Farmlands

Livestock

Bank Deposits

Circle the letter of the correct choice.

1. The graphs indicate that the Union's superiority was greatest in the area of (a) wealth produced (b) bank deposits (c) industrial workers (d) value of livestock
2. According to the graphs, the amount of wealth produced was most closely related to (a) value of farm lands (b) industrial workers (c) population (d) bank deposits
3. The Confederacy came closest to matching the Union in respect to (a) financial resources (b) factory production (c) total wealth (d) agriculture

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 10: RESTORING THE SOUTHERN STATES TO THE UNION

WORDS TO LEARN

John Wilkes Booth, a disappointed, frustrated actor assassinated President Lincoln as he sat in Ford's Theatre with his wife. The war was ended but the hate lingered on.

Three amendments were added to the Constitution to protect the interests of the Negroes of the South. Because many Southerners were not in agreement with these ideas and were further angered by the abuses of the carpetbaggers and scalawags, they formed secret societies in an effort to frighten the Negroes and the carpetbaggers.

Only after a new generation grew up, did the Southern whites regain control of the government.

NOTES ON THE READING

AIM: To Learn How the Federal Government Planned to Treat the Confederate States after the War.

1. a. What was Lincoln's plan for the return of the Southern states to the Union?
   b. How did Abraham Lincoln show he held no hatred against the South?

   a. 1. _____
   2. _____
   b. _____

2. Who assassinated Abraham Lincoln? a. _____
   When? b. _____
   Why? c. _____

3. What problems faced Andrew Jackson? A. _____
   B. _____
   C. _____
   D. _____
   E. _____

4. a. Why was Andrew Johnson impeached?
   b. was he guilty?

   a. _____
   b. _____

5. What were the reconstruction plans for the South?

   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

6. a. What two groups of white men ruled the South following the War?
   b. What was the extent of their influence?

   a. 1. _____
   2. _____
   b. _____
   _____

7. How had the South changed by 1870?

   a. 1. _____
   2. _____
   3. _____

8. a. What group of Southerners eventually won back control of the government?
   b. What was their objection to the existing government?

   a. _____
   b. 1. _____
   2. _____
   3. _____

9. What (3) amendments were added to the Constitution following the Civil War?

   1. _____
   _____
   2. _____
   _____
   3. _____
   _____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

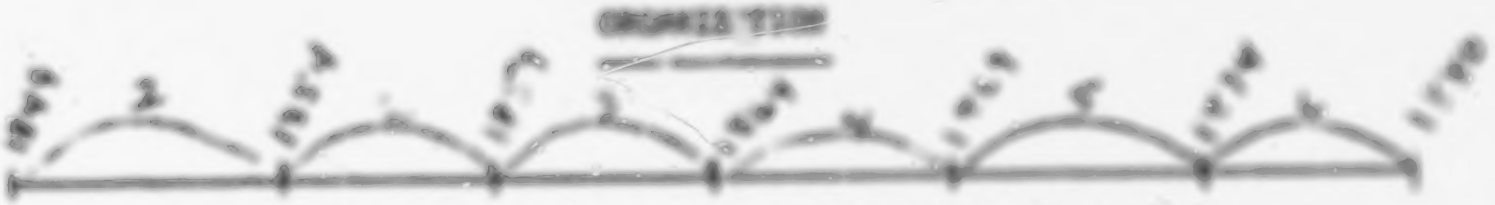
Column I

a. amendment
b. carpetbaggers
c. organize
d. malice
e. reconstruction
f. strive
g. scalawags
h. Black Codes
i. impeach
j. Ku Klux Klan

Column II

____1. Northerners who rushed South after the Civil War to get control of the government
____2. act of accusing a public official of misconduct in office
____3. arrange; put into working order
____4. a change or addition to the Constitution
____5. Southern whites who cooperated with the north for profit during the period of reconstruction
____6. work hard
____7. secret society of white people in the United States formed after the Civil War to regain and maintain their control.
____8. the rebuilding of the South after the Civil War
____9. laws which withheld rights from the Negroes
____10. spite; wish to hurt others

CHRONOLOGY



____1. People first began to hear about the Ku Klux Klan in period
a. 2 b. 3 c. 4 d. 5

____2. The thirteenth Amendment was passed in a. 2 b. 4
c. 5 d. 6

____3. Abraham Lincoln was assassinated in a. 2 b. 3 c. 4 d. 5

____4. All southern states returned to the union by
a. 1 b. 2 c. 3 d. 5

[illegible]

After a war, a country and its people must pick up the shattered pieces and try to create a new life. In the South they did not have enough of anything left to rebuild. They seriously had to start to build a new country. In building a new country many of the old ideas and ways of life were abandoned for completely new systems. The biggest change took place in the life of the newly-freed Negro. With the exception of public education, the Negro started to fight for his rights as a full-fledged citizen.

[illegible]

DIR: To learn of the Changes That have Taken Place in the South since the [illegible]

1. What laws were passed by the Southern states to keep the Negro from voting after the Civil War?
   a. [illegible]
   b. [illegible]
   c. [illegible]

2. How did the white Southerners segregate the Negro population?
   a. [illegible]
   b. [illegible]
   c. [illegible]

3. What was Booker T. Washington's contribution to improve the life of the Negro?
   a. [illegible]
   b. [illegible]
   c. [illegible]

4. Why was the Republican Party defeated in all Southern elections until 1964?

5. Why did the plantation system break down after the Civil War?

6. Who were the share croppers? Tenant farmers?

7. What other crops were produced after the Civil War?
   a. [illegible]
   b. [illegible]
   c. [illegible]

8. Why is Birmingham, Alabama, known as the "Pittsburgh of the South"?

[illegible]

[illegible]

In the blank preceding before the word meanings in Column II, write the letter of the correct answer before the word in Column I.

Column I	Column II
a. gold rush	____ a. a tax charged for the right to vote
b. the free lunch	____ b. abbreviation
c. bourgeoisie	____ c. see the point the the last to sleep or wept
d. segregation	____ d. working people
e. human figures	____ e. poor white men or negroes who worked for a landlord and gave him a share of the crop
f. disencouragement	
g. World South	____ f. the growth of factories and transportation in the South after 1865
h. reconstruction	
i. New South	____ g. money owing on a debt for one purchase party
	____ h. the act of keeping open
	____ i. discrimination against Negroes

[illegible]

[illegible]

[illegible]

[illegible]

a. [illegible]
   i. [illegible]
      a. [illegible]
      b. [illegible]
      c. [illegible]
   ii. [illegible]
      a. [illegible]
      b. [illegible]
      c. [illegible]
   iii. [illegible]
      a. [illegible]
      b. [illegible]
      c. [illegible]
   iv. [illegible]
      a. [illegible]
      b. [illegible]
      c. [illegible]
   v. [illegible]
      a. [illegible]
      b. [illegible]
      c. [illegible]
   vi. [illegible]
      a. [illegible]
      b. [illegible]
      c. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]